

Year 5	
English Spoken	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> listen and respond appropriately to adults and their peers <input type="checkbox"/> ask relevant questions to extend their understanding and knowledge <input type="checkbox"/> use relevant strategies to build their vocabulary <input type="checkbox"/> articulate and justify answers, arguments and opinions <input type="checkbox"/> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations and debates <input type="checkbox"/> gain, maintain and monitor the interest of the listener(s) <input type="checkbox"/> consider and evaluate different viewpoints, attending to and building on the contributions of others <input type="checkbox"/> select and use appropriate registers for effective communication.
Reading	<p>Word reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintain positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <input type="checkbox"/> recommending books that they have read to their peers, giving reasons for their choices <input type="checkbox"/> identifying and discussing themes and conventions in and across a wide range of writing <input type="checkbox"/> making comparisons within and across books <input type="checkbox"/> learning a wider range of poetry by heart <input type="checkbox"/> preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <input type="checkbox"/> understand what they read by: <input type="checkbox"/> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> predicting what might happen from details stated and implied <input type="checkbox"/> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <input type="checkbox"/> identifying how language, structure and presentation contribute to meaning <input type="checkbox"/> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

	<ul style="list-style-type: none"> <input type="checkbox"/> distinguish between statements of fact and opinion <input type="checkbox"/> retrieve, record and present information from non-fiction <input type="checkbox"/> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously <input type="checkbox"/> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <input type="checkbox"/> provide reasoned justifications for their views.
Writing	<p>Spelling: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use further prefixes and suffixes and understand the guidance for adding them <input type="checkbox"/> spell some words with 'silent' letters [for example, knight, psalm, solemn] <input type="checkbox"/> continue to distinguish between homophones and other words which are often confused <input type="checkbox"/> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 <input type="checkbox"/> use dictionaries to check the spelling and meaning of words <input type="checkbox"/> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <input type="checkbox"/> use a thesaurus. <p>Handwriting: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> write legibly, fluently and with increasing speed by: <input type="checkbox"/> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <input type="checkbox"/> choosing the writing implement that is best suited for a task. <p>Composition: Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <input type="checkbox"/> noting and developing initial ideas, drawing on reading and research where necessary <input type="checkbox"/> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <input type="checkbox"/> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <input type="checkbox"/> précising longer passages <input type="checkbox"/> using a wide range of devices to build cohesion within and across paragraphs <input type="checkbox"/> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assessing the effectiveness of their own and others' writing <input type="checkbox"/> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <input type="checkbox"/> ensuring the consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <input type="checkbox"/> proof-read for spelling and punctuation errors <p>Grammar & punctuation: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <input type="checkbox"/> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <input type="checkbox"/> using passive verbs to affect the presentation of information in a sentence <input type="checkbox"/> using the perfect form of verbs to mark relationships of time and cause <input type="checkbox"/> using expanded noun phrases to convey complicated information concisely <input type="checkbox"/> using modal verbs or adverbs to indicate degrees of possibility <input type="checkbox"/> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <input type="checkbox"/> learning the grammar for years 5 and 6 in English Appendix 2 <input type="checkbox"/> indicate grammatical and other features by: <input type="checkbox"/> using commas to clarify meaning or avoid ambiguity in writing <input type="checkbox"/> using hyphens to avoid ambiguity <input type="checkbox"/> using brackets, dashes or commas to indicate parenthesis <input type="checkbox"/> using semi-colons, colons or dashes to mark boundaries between independent clauses <input type="checkbox"/> using a colon to introduce a list <input type="checkbox"/> punctuating bullet points consistently <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
Maths	<p>Number & place value Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit <input type="checkbox"/> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 <input type="checkbox"/> interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero <input type="checkbox"/> round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 <input type="checkbox"/> solve number problems and practical problems that involve all of the above <input type="checkbox"/> read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Addition & subtraction:</p>

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and division:

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions (including decimals and percentages):

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = 71/100$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement:

Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry:

Shapes –

Pupils should be taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (o)
- identify:
 - angles at a point and one whole turn (total 360o)
 - angles at a point on a straight line and a turn (total 180o)
 - other multiples of 90o
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Position and direction:

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics –

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Science**Living things and their habitats**

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals inc. humans:

Pupils should be taught to:

- describe the changes as humans develop to old age.

Properties and changes of materials:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and space:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Forces:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Art & design:	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history.
Computing	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output <input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <input type="checkbox"/> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <input type="checkbox"/> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
D&T	<p>Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> <input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate and analyse a range of existing products <input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures <input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <input type="checkbox"/> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.

	<p>Cooking and nutrition:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand and apply the principles of a healthy and varied diet <input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
<p>Geography</p>	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <input type="checkbox"/> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>History</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> changes in Britain from the Stone Age to the Iron Age <input type="checkbox"/> the Roman Empire and its impact on Britain <input type="checkbox"/> Britain's settlement by Anglo-Saxons and Scots <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <input type="checkbox"/> a local history study <input type="checkbox"/> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <input type="checkbox"/> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <input type="checkbox"/> Ancient Greece – a study of Greek life and achievements and their influence on the western world

	<ul style="list-style-type: none"> <input type="checkbox"/> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
MFL - Spanish	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <input type="checkbox"/> present ideas and information orally to a range of audiences* <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing <input type="checkbox"/> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>The starred (*) content above will not be applicable to ancient languages.</p>
Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> develop an understanding of the history of music.
PE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use running, jumping, throwing and catching in isolation and in combination <input type="checkbox"/> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <input type="checkbox"/> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <input type="checkbox"/> perform dances using a range of movement patterns <input type="checkbox"/> take part in outdoor and adventurous activity challenges both individually and within a team <input type="checkbox"/> compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety:</p>

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| | <ul style="list-style-type: none"><input type="checkbox"/> swim competently, confidently and proficiently over a distance of at least 25 metres<input type="checkbox"/> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<input type="checkbox"/> perform safe self-rescue in different water-based situations. |
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